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DEVELOPMENT OF THE BUREAU OF CURRICULUM

January 4, 1932 to July 1, 1942

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INTRODUCTION

This record of the work of the Bureau of Curriculum for the past ten years would be incomplete without some recognition of the part played by many persons in the accomplishment of the various projects mentioned.

The development of curricula and the revision of courses of study would have been impossible without the interest, cooperation, and effort of many teachers, counselors, principals, supervisors, and directors, who have served as chairmen and members of committees and conference groups. Their cooperative spirit and willingness to give liberally of their own time and energy is sufficient evidence of the quality of their professional zeal and enthusiasm. Tribute should also be paid to those teachers, principals, and counselors, who have given of their own time to master the technique of the individual intelligence examination, and to administer the tests to several hundred children each year; and to that larger number who have administered, scored, and tabulated the group tests of mental ability and achievement.

City officials, administrative officers of commercial and industrial establishments, and officers of civic and service clubs, Parent-Teacher Associations, Dads' Clubs, and patriotic groups have cooperated willingly in providing speakers and arranging excursions for pupil groups, and have given many opportunities for the presentation of the purposes, methods, and accomplishments of the Berkeley Public Schools before their groups.

A word of special appreciation is due to representatives of the local press for their helpfulness and courtesy in the use of school material to the extent indicated later in this report. In this connection, Mr. James E. Wales, Mr. Harold Johnson, and Mr. James R. Ulrich, of the Berkeley Daily Gazette, and Miss Rose Glavinovich of the Oakland Tribune, deserve special mention.

The writer wishes particularly to express his indebtedness to Mrs. Priscilla Alden Rubin, who has served as Secretary of the Bureau throughout this period, for her unfailing tact and good judgment in contacts with principals, teachers, and the public, and for her quiet efficiency in the execution of many and varied duties.

Herbert N. McClellan

BERKELEY PUBLIC SCHOOLS

DEVELOPMENT OF THE BUREAU OF CURRICULUM

January 4, 1932 to July 1, 1942

The Bureau of Curriculum was created by action of the Board of Education on December 22, 1931, and the present Director, who prior to that date was principal of the Berkeley Continuation High School and Director of the Bureau of Publication, was assigned to full-time duty as Director of Curriculum and Publication effective January 4, 1932. The Bureau as originally organized embraced only Course of Study Development and Public Relations. On July 1, 1933, direction of the program of Visual Education and the Professional Library was added by action of the Board, and on September 26, 1933, direction of the Parent-Education program was added by assignment of the Superintendent. In January, 1937, supervision of educational research and measurements and of statistics relating to attendance, enrollment, etc. was assigned by the Superintendent, and during the school years 1938-39 and 1941-42 a more specific assignment of responsibility for supervision of methods and materials of instruction in the secondary schools was made. During this year also, supervision of the program of Parent-Education was transferred to the Director of Adult and Continuation Education. On August 25, 1941, the Director was relieved of responsibility for Visual Education by the Superintendent.

It will thus be seen that since the establishment of the Bureau of Curriculum, and during the incumbency of the present Director, a variety of functions and duties have been assigned by action of the Board of Education or by assignment of the Superintendent of Schools. The major part of these duties and functions have related to the general field of direction and improvement of instruction, with special responsibility for secondary school supervision.

In the pages which follow an attempt will be made to summarize the accomplishments of the Bureau of Curriculum as these various duties and functions were carried out through the years.

The specific assignment of the Superintendent of Schools to the Director of Curriculum after his appointment by the Board in January, 1932, was that he was to be "in general charge of curriculum and course of study development in the Berkeley Public Schools." During the preceding ten years an effective program of curriculum revision and development had been carried out in the elementary schools under the direction of the two persons who have occupied the position of Director of Kindergartens and Elementary Education. In view of this, the principal duties of the Director of Curriculum in relation to the elementary schools has been the coordination of courses between the elementary schools and the junior high schools and in the field of research and measurements, of which he has complete charge throughout the system.

In the field of secondary education (junior and senior high schools), comparatively few revised courses of study had been developed prior to the year 1932. In 1921 a combined course of study for the junior high schools covering the subjects of English, History, Mathematics, Language, and Science was issued; in 1928 a course in Junior High School Mathematics, and in 1930 a course of study for Junior High School English. In the senior high school, courses of study were issued in 1913, 1914, 1915, 1917, 1923, and 1926. These publications included all subjects of the senior high school curriculum in outline form.

I. C U R R I C U L U M D E V E L O P M E N T

The process of Curriculum Development during the ten-year period has included Course of Study Revision, Measurement and Research, and Supervision of Instruction. The final purpose of each of these functions is the improvement of learning and the better development of pupils. In practice the three functions are so inter-related that they must necessarily go hand in hand. The following is an outline of the way in which these activities are carried out:

1. Problems of instruction or courses of study needing attention are considered by the Curriculum Council and a program of action outlined in which a

majority of the members of the Council concur.

2. Tests are administered, research studies made, conferences and committee meetings held.

3. New materials are developed and agreed upon, new texts selected, or action recommended upon the particular problem under consideration by a majority of the members of the responsible committee.

4. The report of the committee is presented to the Curriculum Council for consideration.

5. The Curriculum Council recommends that an experiment be authorized, a course of action taken, a change in program be made, or a new course authorized.

6. The recommendation of the Curriculum Council is transmitted by the Director to the Superintendent of Schools for approval, modification, and/or adoption.

7. The change in program, the new course suggested, or the new textbook recommended is authorized and placed in use.

8. Finally, by means of supervision, involving classroom visits, teachers meetings, conferences with individual teachers, principals, and supervisors, new materials and new methods are placed in use for the improvement of instruction.

THE CURRICULUM COUNCIL. To unify and coordinate curriculum development on the various grade levels throughout the Berkeley Public Schools, the Curriculum Council was created in 1932 under the chairmanship of the Superintendent of Schools. The Director of Curriculum became the executive director of these conferences, organizing the agenda, suggesting topics for consideration, preparing basic materials, and taking an active part in the organization of the conferences and the administration of decisions and recommendations made by the group. In the fall of 1938 the Director assumed active chairmanship of the Council.

The first major project of the Curriculum Council was a plan for reorganization of secondary education in Berkeley, embracing a statement of policy of basic principles, a statement of basic procedures, preparation of materials for a handbook or guide to curriculum development, and revision of secondary curricula.

The first, "A Philosophy of Public Education in Berkeley," was formulated in a series of conferences and adopted on February 2, 1933. The second, which was to be a statement of basic procedures, was formulated by the Council and adopted in final form on May 25, 1933, under the title "Operative Principles of Curriculum Administration." This statement of basic principles of curriculum administration was prepared by the Director for publication and appeared in THE NATION'S SCHOOLS for April, 1936, under the title, "Design for Curriculum."

The handbook for curriculum development, entitled "Handbook for Course of Study Committees," containing a description of the local organization for curriculum revision, a sketch of curriculum development in Berkeley, a copy of the Plan for Curriculum Reorganization, the Philosophy, and the Operative Principles were issued by the Bureau in September, 1933.

During the ten years under review the Curriculum Council has included in its membership or in conferences relating to the curriculum the following: Chiefs of the Division of Secondary Education, California State Department of Education; members of the faculty of the School of Education, University of California; the Superintendent, the Deputy Superintendent, and the Assistant Superintendent of Schools; Principals and representative counselors of the junior and senior high schools; directors and supervisors of special subject fields; representatives of the elementary school principals' group; chairmen and members of course of study committees; department heads and representative teachers from the several subject matter fields. In the deliberations of the Curriculum Council it has been the consistent effort of the Director to see, in the consideration of any topic, that all responsible executives were present or represented in the conference, and that all shades of opinion and all points of view were given full opportunity to be

represented and expressed. Decisions of the Curriculum Council have invariably been determined by "the sense of the meeting," with the chairman summarizing and recording the majority point of view. The decisions of the Council have subsequently been transmitted to the Superintendent of Schools as recommendations for approval, modification, and execution.

During the ten years a total of 48 meetings or conferences of the Curriculum Council have been held. Included among the topics considered were the following:

- Industrial Arts in the Junior High School
- Philosophy of Education
- Operative Principles of Curriculum Administration
- Time Allotment in the Junior High Schools
- Social Studies Program
- Program of Studies for Secondary Schools, Junior and Senior High Schools
- Required and Elective Subjects
- Practical and Vocational Arts, Elementary and Secondary
- Foreign Language in the Junior High School
- Mental Measurements
- Achievement Testing
- Program of Studies, Junior High School
- Articulation of Art, Junior and Senior High Schools
- Articulation of Mechanical Drawing, Junior and Senior High Schools
- Articulation of Mathematics, Elementary and Junior High Schools
- Handcraft in the Elementary Schools
- Reconstruction of Secondary Education
- Social Studies Program in the Elementary and Secondary Schools
- The Program of Curriculum Development
- Health Education--Hygiene, First Aid, and Public Health
- Modern Social Problems Course in Twelfth Grade
- Integration of English and Social Studies, Junior High Schools
- Administration of Art, Home Economics, and Industrial Arts, Junior High School
- The Science Program, Elementary and Junior High School
- Social Studies Program, Junior High School
- Measurement and Evaluation of Pupil Achievement
- Learning the Ways of Democracy
- Contests and Special Observances

Following the discussion of a particular topic by the Curriculum Council, if in the judgment of the group it seems desirable that revision of the course of study, new methods, or new materials of instruction are needed in the subject field under consideration, a committee is appointed by the Director to determine present and desirable practice in the subject field, to formulate specific recommendations with reference to necessary adjustments, outline the course of study, and recommend suitable text and reference materials for adoption. The recommendation of the committee is transmitted to the Director of Curriculum who then places it before the

Council for consideration and appropriate action. The Council then considers the recommendation and makes decision based on majority opinion, which is transmitted to the Superintendent of Schools through the Director of Curriculum.

The way in which this process operates is well illustrated by the revision of the Social Studies program in the junior high schools, which was carried out during the years 1939-40 and 1940-41. Items taken from the minutes of the Curriculum Council meetings and conference meetings devoted to consideration of this topic are as follows:

1. Curriculum Council meeting October 20, 1939: The topic for consideration was "The Program in the Social Studies for Elementary Schools, Junior High Schools and the Senior High School." In opening the discussion the chairman raised the following questions:

- a. Is the present social studies program complete?
- b. Is the program well articulated?
- c. Is there overlapping or duplication of courses as between the several school levels?

During the discussion it was emphasized that pupils passing through the schools lacked specific and definite information on historical and geographical facts. In answer to the question, "What are the major topics which students should study in the junior and senior high school social studies program and where should these topics be placed with reference to grade?" the following tentative program was developed: Seventh Grade: Orientation, Our Community, California, Pacific Relations; Eighth Grade: United States History and Civics; Ninth or Tenth Grade: World History, Ancient and Medieval History; Eleventh Grade: American History and Government.

2. Curriculum Council meeting November 2, 1939: The Council considered further the program of social studies in the junior and senior high schools and re-affirmed the decision that there should be a requirement of World History in the ninth or the tenth grade. The group agreed that there is need for a conference or articulation committee to consider the entire program of the social studies in the elementary and secondary schools and recommend an outline of courses and topics to the Council. The chairman was authorized to appoint such a committee.

3. Conference Committee meeting December 11, 1939: The Conference Committee met at the call of the Director, who acted as chairman. It was agreed that one of the first steps in the work of the committee should be to attempt an answer to the question, "What are the important purposes or objectives of the social studies program?" A sub-committee to outline such major objectives was appointed.

4. Conference Committee meeting February 6, 1940: A report of the sub-committee relating to a course in World History for ninth or tenth grade was presented. After discussion the group agreed tentatively to the following statement: That there should be a requirement of some such course as might be designated "The Background of Modern Nations" in the ninth grade; if not taken in the ninth grade, then World History should be required in the tenth grade.

5. Conference Committee meeting March 25, 1940: The sub-committee appointed to bring in an outline of the proposed ninth grade course in World History presented

the outline. After a discussion the Conference Committee agreed to the following recommendation: (a) That a course following substantially the outline be required throughout the ninth grade; (b) that a one-semester course of Modern World Problems be required in the low tenth grade.

6. Curriculum Council meeting April 5, 1940: The recommendation of the conference committee was presented. After discussion the Council agreed to the following recommendation: That a course in the historical and geographical background of the development of modern nations be offered in the ninth grade in Berkeley junior high schools in lieu of the course in Ancient and Medieval History and the course in Social Studies now being offered. It was also agreed that the decision with reference to whether or not the course should be required be deferred for one year to provide for experimentation with the new course.

7. Letter from the Director of Curriculum to the Superintendent, April 12, 1940: Transmitted the recommendation of the Curriculum Council that a course in World History be offered in the ninth grade.

8. Curriculum Council meeting February 28, 1941: The Council agreed to recommend that a course in World History be required; if not taken in the ninth grade, that it be required in the tenth grade.

9. Letter from the Director of Curriculum to the Superintendent, March 4, 1941: Recommended that the action of the Curriculum Council as above taken be approved.

10. Superintendent's Bulletin, March 17, 1941: Approves recommendation of the Curriculum Council that a course in World History be required, if not taken in the ninth grade to be taken in the tenth grade.

11. Letter from Director of Curriculum to the Superintendent of Schools, April 17, 1941: Recommends that the textbook selected for the World History course in the ninth grade by the sub-committee appointed for the purpose be approved and its adoption authorized.

REVISION OF COURSES OF STUDY. To keep pace with developments in the fields of science, psychology, economics, and education, course of study revision is recognized as important in modern educational administration for two reasons: first, to improve teachers in service through participation in the revision of the courses; and, second, to introduce into the courses and curricula vital and up-to-date materials and experiences of genuine educative value. Through the revision of courses and the development of new courses, teachers are stimulated, by professional reading and study, to modify and improve their classroom practices. Committee meetings and conferences serve, through discussion and constructive criticism, to lead teachers to evaluate their own procedures and to modify methods and materials in accordance with new developments in education and new demands upon the schools.

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This process of conference, discussion, research into new methods and materials, professional reading, and organization of new courses stimulates and improves the teacher. Improvement of the courses and curricula also results from the process of continuous revision. Obsolete materials are replaced by new materials and new methods of greater functional value, to keep the schools abreast of modern life, and to provide better for the needs, interests and abilities of pupils. The program also provides coordination of instruction on the several levels of the school system thus eliminating gaps and duplications. Thus, teachers are stimulated to improve their work, and since they have assisted in the development and revision of courses, they recognize their validity and put them into practice. This democratic procedure stimulates professional improvement, produces improved courses of study, and better schools.

Curriculum Committees. To accomplish these purposes a large number of principals, supervisors, and teachers were engaged during the ten-year period as members of active committees. The table following shows year by year the number of committees active and the number of teachers, principals, and supervisors who were members of the various committees.

<u>Year</u>	<u>Committees</u>	<u>Membership</u>
1934-35	15	228
1935-36	22	301
1936-37	22	263
1937-38	16	218
1938-39	9	198
1939-40	6	135
1940-41	5	182
1941-42	4	41

New Courses. During the ten-year period, 62 courses of study have been completed, representing every major subject field of the elementary and secondary curriculum. This number does not include bibliographies, experimental units, tentative courses or outlines used in the development of the final courses. With the exception of five courses the preparation of which was supervised by the Director of Kindergartens and Elementary Education, the development, preparation, editing, and mimeographing of these courses was accomplished through the Bureau of Curriculum.

COURSES OF STUDY DEVELOPED

1932-33 - Art in Education, Kindergarten to Grade 12

Unified Curriculum, Grades 1 and 2, all subjects*

1933-34 - Handbook for Course of Study Committees

1934-35 - General Mathematics, Junior High School, Grade 9

Business Education, Junior High School

Industrial Arts, Junior High School

Handcrafts, Elementary Schools

Business Education, Senior High School (Outline)

Science, Senior High School (Outline)

Science, Junior High School (study units)

Social Studies, Senior High School

Outlines for American History, European History, Economics

English, Oral and Written Expression, Grades 3-6*

Home Economics--Junior and Senior High School, McKinley-
Continuation High School, Special Day and Evening Classes

Music Education, Kindergarten through Grade 6

Handbook for Social Studies, Junior High School

Pacific Relations, Grades 3-6

1935-36 - Art in Education, Elementary, Secondary, and Adult (outlines)

Business Education, Senior High School

English, Junior High School (Correlation of English and Social
Studies, Grade 7)

English, Senior High School--Outlines of Experimental Units

Handcrafts, Elementary (Objectives, procedures, bibliography)

Mathematics, Junior High School (Outlines, Grades 7 and 8)

Science, Junior High School (New Units)

Social Studies, Junior High School (Safety unit outline)

1936-37 - Reading, Grades 3-6*

Outlines for Grade 7, all subjects

Outlines for Grade 10, all subjects

English, Junior High School, Experimental Units

1937-38 - Music, Education, Junior and Senior High School

Industrial Printing

Physics

English, Senior High School

Mathematics, Senior High School

Mathematics, Junior High School (Outlines for Grades 7-9)

Art in Education, Kindergarten through Grade 6

Mechanical Drawing (Outline)

Unit Day Trade Courses, Senior High School

Evening Trade Extension Courses

1938-39 - Safety Education, Junior and Senior High School

Safety Education, Kindergarten through Grade 6*

Economics, Senior High School

Biology and Botany, Senior High School

Earth Science, Senior High School

Arithmetic, Kindergarten through Grade 6*

Health Education, Senior High School

American History and Government, Senior High School

English, Junior High School

English-Social Studies, Grade 7 (revised)

General Mathematics, Junior High School (revised)

Modern Social Problems, Senior High School

Remedial Reading, Junior High School

Science, Junior High School

1939-40 - Vocational Printing, Senior High School

Mathematics, Junior High School (revised outline)

English, Senior High School (revised)

Spanish, First and Second Year

Social Studies, Grades 7 and 8 (outline)

1940-41 - Social Studies, Junior High Schools, Grades 7, 8, and 9
(Complete revision of entire course)

"Learning the Ways of Democracy," a compilation of illustrations and suggestions by 130 teachers for all grades and all subjects, Elementary, Junior High School and Senior High School

Health Instruction, Senior High School, Boys and Girls

English, Junior High Schools

1941-42 - Outlines of Courses of Study, Junior and Senior High Schools:

Art

Business Education

English

Foreign Languages: French, German, Latin, Spanish

Health and Physical Education

History and Social Studies

Home Economics

Industrial Arts and Vocational Education

Mathematics

Music

Science

Adult Courses:

Berkeley Evening High School

Berkeley Evening Trade School

Burbank Evening School

McKinley High School

*Developed by Director of Kindergartens and Elementary Education

MEASUREMENT AND RESEARCH. Measurement and research in education are basically

the same as in other fields. They constitute a continuous fact-finding, exploring, investigating service for the purpose of making studies, assembling and interpreting data. In education this service is applied to guidance, classification and promotion of pupils; studies of pupils' accomplishment to indicate needed changes in courses and curricula, and effectiveness of instruction; records of enrollment and attendance; and studies of class size, teacher load, per pupil cost, and salaries and qualifications of the teaching personnel as bases for administrative

decisions and policies.)

Testing of mental ability of pupils and their accomplishment in the various subjects of the school curriculum is designed to promote understanding of each pupil by teachers, principals, and counselors and to provide for each pupil the best possible education and guidance. Test scores for each pupil on each test are translated into age and grade scores and recorded on his individual record. These measures of mentality and educational ability are used as the basis for important decisions when questions arise concerning his accomplishment, grade placement, promotion, and his future educational adjustment. The testing of educational accomplishment of pupils, when done according to a definite program for all pupils of a given grade, also serves to some degree as a measure of the effectiveness of instruction. Standardized tests, which make it possible to compare the accomplishment, for example, of the reading of sixth grade pupils in Berkeley or of ability in arithmetic, algebra, spelling, composition, or American history with pupils of other states and other cities, help to answer such questions as the following: How do our pupils compare with pupils of other localities in achievement? Considering the mental ability of our pupils, is their accomplishment satisfactory?

Since January, 1937, the Director has administered the general program of measurement and research throughout the elementary and secondary schools. This has included supervision of the selection, purchase, distribution, tabulation, recording and interpretation of individual and group tests of mental ability and school achievement, and responsibility for records of enrollment, attendance, and personnel, and preparation of annual reports.

Mental and Educational Measurement. To determine mental ability of pupils, the testing program has regularly employed the individual Stanford-Binet test of intelligence and group tests of intelligence. Individual tests are administered by principals and teachers who have taken the necessary training. During the fall of 1938, the Director organized a University Extension course in the administration of the revised (1937) form of the Stanford-Binet individual intelligence test which was

taken by 15 teachers and principals, including the Director. During the year 1940-41, and again in 1941-42, the Director gave the course gratis to approximately 50 Berkeley teachers and principals to enable them to qualify for administration of the new scale.

Beginning with the year 1938-39, the program of achievement testing was modified to include regular tests each semester of reading and arithmetic in elementary and junior high schools. During the succeeding years, the testing of achievement in reading, arithmetic, and English has been made a part of the regular semi-annual program in elementary and junior high schools. In February, 1937, a reading survey was conducted in grades H4, H7 and L11, and repeated during 1938-39 in junior and senior high schools. Subsequently a remedial reading program was initiated in junior and senior high schools which is still being developed and extended. A test in Writing Skills has been developed and standardized by a committee of teachers for use in the ninth grade, and regular tests of reading ability have made desirable changes in the junior and senior high school English programs. During the past two years, tests in arithmetic and algebra have been added to the secondary school program. In January, 1942, a survey of spelling was made in grades L4, L6, L8, and L10.

The total number of mental and achievement tests given year by year under the direction of the Bureau is shown in the following table:

<u>Year</u>	<u>Individual Binet</u>	<u>Group Tests</u>
	<u>Tests</u>	<u>Mental and Achievement</u>
1937-38	301	11,724
1938-39	621	20,408
1939-40	265	19,417
1940-41	664	15,464
1941-42	795	13,956

Educational Statistics and Research. Supervision of educational statistics has included direction of monthly statistical reports of enrollment and attendance from each of the schools and the special services; summarizing these reports month by month; direction of the annual reports of enrollment, attendance and personnel of teachers and principals; preparation of the annual reports to the County and the

State based on these figures; and special reports of service to physically handicapped pupils and applications for emergency attendance for the State office. The Bureau has also directed the annual preparation of the October Report of Secondary School Principals. Annual studies of per pupil costs in elementary and secondary schools in fifteen California cities comparable to Berkeley have been made also, based on statistics of the State Department of Education.

Biennial reports of certificated and non-certificated personnel have been prepared for the State Department of Education; and of enrollment, attendance, personnel, types of schools, and special education for the Biennial Survey of Education published by the United States Office of Education.

During the fall of 1932, the Director prepared a proposed draft of rules and regulations of the Board of Education of the City of Berkeley, as a special assignment in a course in Educational Administration at the University of California. This draft was later used as a basis for the section on "Duties of the Board of Education and the Superintendent of Schools," of the ADMINISTRATIVE CODE of the Berkeley Public Schools. In 1933 the Director prepared preliminary and revised drafts of the Regulations for the Use of Buildings, Grounds, and Equipment, which was adopted in modified form by the Board of Education and issued by the Secretary's office. Since 1937 the Director has been chairman of the Committee on Administrative Forms, and has been charged with the supervision and modification of all forms used in the schools.

The following are the major projects of curriculum and administrative research which have been carried out during the past ten years:

RESEARCH PROJECTS

1932-33 - Study of Curriculum Practices, Junior and Senior High Schools

Articulation Between Junior and Senior High Schools

Per Capita Costs, Elementary and Secondary, 16 California Districts

1933-34 - College Destinations and Occupations of Berkeley High School Senior Class of June, 1933

Per Capita Costs, Elementary and Secondary, 16 California Districts
Summarized and Revised Regulations for Use of Buildings, Grounds and
Equipment

- 1934-35 - Summaries of Budget Requests, Elementary and Secondary Schools
Per Capita Costs, Elementary and Secondary, 16 California Districts
Study of Number of Certificated Employees, February
- 1935-36 - Summaries of Budget Requests, Elementary and Secondary Schools
Per Capita Costs, Elementary and Secondary, 10 California Districts
Study of Number of Certificated Employees, October and February
- 1936-37 - Summaries of Budget Requests, Elementary and Secondary Schools
Per Capita Costs, Elementary and Secondary, 10 California Districts
Annual County and State Reports, Elementary and Secondary
Study of Reading Ability, Grades H4, H7 and L11
Teacher Rating Scale
Study of Number of Certificated Employees, October and February
- 1937-38 - Summaries of Budget Requests, Elementary and Secondary Schools
Per Capita Costs, Elementary and Secondary, 10 California Districts
Class Sizes in Secondary Schools, First and Second Semesters
Study of Number of Certificated Employees, October and February
Enrollment and Birth Data, Berkeley School District
Annual County and State Reports, Elementary and Secondary
- 1938-39 - Study of Reading Ability in Junior and Senior High Schools
Per Capita Costs, Elementary and Secondary, 10 California Districts
Class Sizes in Secondary Schools, First and Second Semesters
Study of Number of Certificated Employees, October and February
Annual County and State Reports, Elementary and Secondary
- 1939-40 - Study of Trends in School Population, 1924-25 to 1939-40
Distribution of Salaries, Certification, Training and Experience of
Berkeley Teachers
Comparison of Berkeley Teachers Salaries with Salaries in Other Cities

Per Capita Costs, Elementary and Secondary, 10 California Districts

Study of Number of Certificated Employees, October and February

Analysis of Results of Hildreth Arithmetic Test (elementary)

Study of Number of Pupils Per Teacher, Elementary and Secondary,
1922-23 to 1939-40

Study of Class Size and Teacher Load, Elementary and Secondary, First
and Second Semesters

Annual County and State Reports, Elementary and Secondary

Compilation of Data for Questionnaire from U. S. Office of Education on
Enrollment, Attendance, Professional Personnel, and Special Education,
for Biennial Survey of Education

1940-41 - Age-Grade Progress Study, Elementary and Secondary Pupils

Distribution of Salaries, Certification, Training, and Experience of
Berkeley Teachers

Study of Class Size and Teacher Load, Elementary and Secondary, First
and Second Semesters

Study of Number of Certificated Employees, October and February

Study for National Education Association of Class Sizes in Secondary
Schools, by Department of Instruction

Summary of Attendance Regulations from State Department of Education,
Elementary, Secondary, and Special Day and Evening Classes---Distributed
to Schools, Berkeley

Revised and Issued New Monthly Statistical Report Form

Annual County and State Reports, Elementary and Secondary

Per Capita Costs, Elementary and Secondary, 10 California Districts

1941-42 - Study of Class Size and Teacher Load, Elementary and Secondary, First
and Second Semesters

Comparison of Median Class Sizes in Berkeley Elementary and Secondary
Schools with Median Class Sizes in 150 Cities of 30,000-100,000
Population, and with Medians in 60 Cities of Over 100,000 Population

Analysis of Classes Under 20, Junior and Senior High Schools, First
Semester

Study of Low and High Ninth Grades of Junior High School Graduates,
Class of January, 1942

Study of Number of Certificated Employees, October and February

Distribution of Salaries, Certification, Training and Experience of
Berkeley Teachers

Compilation of Data for Questionnaire from U. S. Office of Education on
Enrollment, Attendance, Professional Personnel, and Special Education,
for Biennial Survey of Education

Annual County and State Reports, Elementary and Secondary

SUPERVISION OF INSTRUCTION. Supervision is the study and improvement of conditions that surround and determine the effectiveness of learning. It includes development of educational aims and methods; development and introduction of new materials and new methods of instruction; coordination of courses and curricula; provision of the tools and materials of instruction, such as text and supplementary books, apparatus, equipment, supplies, visual and auditory aids; measurement and evaluation of the work of teachers and pupils; and the improvement of teachers in service through development of courses, professional reading and study, conferences and teachers meetings, and classroom visits. The detailed work accomplished in relation to course of study development and measurement of results has been reviewed in previous sections of this report.

New Materials. In connection with provision of new materials of instruction, the Bureau has developed and maintained in the Professional Library a collection of sample textbooks which includes samples of new materials issued by the major educational publishers. With the cooperation of representatives of the various publishing companies, this collection has grown year by year until it now contains over 700 volumes. Samples of maps, charts, etc., have regularly been submitted by commercial representatives, and these samples have been brought to the attention of principals, supervisors, and curriculum committees for examination and purchase, where needed. The provision of visual and auditory materials, an extremely important type of supplementary aid to instruction, was developed and extended by the Bureau during the eight years it supervised the Visual Center. This is covered in a later section.

Excursions, Lectures, etc. Enrichment of the instructional program through community contacts, pupil excursions to civic, commercial and industrial establishments, and educational lectures and entertainments in the schools by

individuals and groups has been another responsibility of the Bureau. During the period April 12 to 26, 1933, the Director arranged for visits of more than 5,000 Berkeley elementary and secondary school pupils to the historic frigate "Old Ironsides," on its visit to the Oakland pier. He also made arrangements for pupil visits to departments of the Berkeley city government, and for city officials to visit and speak in the schools. Many excursions were arranged to commercial and industrial firms, in connection with the instructional program. During these years the Director has also acted as a member of the Berkeley-Oakland Preview Committee, which passes on pay entertainments and lecturers seeking to appear before pupil groups, and as chairman of the Berkeley Preview Committee, which passes on such enterprises. Each year since 1936, a series of illustrated lectures, varying in number from 8 to 15, has been offered to class groups of Berkeley pupils by the Museum of Anthropology of the University of California. These lectures have been given on the campus, and each lecture was followed by a visit by the pupils to the museum, where primitive tools, weapons, etc. appropriate to the lecture were exhibited and explained. Arrangements for these lectures have been made annually through the Bureau.

Improvement of Teaching Staff. Teacher stimulation and improvement has been accomplished by meetings of teachers and course of study committees, conferences, both individual and group, classroom visits, and the administration of the Professional Library. The Director has regularly visited all the schools of the district, particularly the secondary schools, for conferences with teachers and principals, and has visited classrooms to observe teachers at work. These visits have averaged from 75 to 100 per year, including visits to observe the work of probationary teachers. During the fall semester, 1932-33, and again during the spring semester, the Director taught an Extension course in Curriculum Construction at the University of California, for the benefit of Berkeley teachers who were working on the curriculum revision program.

At the request of the Superintendent in the Fall of 1936, the Director made

a study of rating scales for teachers, and developed such a scale for the use of principals and supervisors. This scale is now in use in the Berkeley schools.

PROJECTS IN SUPERVISION OF INSTRUCTION

1932-33 - Plan for reorganization of Secondary Education in Berkeley; Philosophy of Public Education in Berkeley, adopted by Curriculum Council February 2, 1933

Program of Studies, Junior High Schools, adopted March 9, 1933

Operative Principles of Curriculum Administration, adopted by Curriculum Council May 25, 1933

1935-36 - Two meetings of Chairmen of Course of Study Committees

Experimental instruction in Safety Education at Burbank and Willard Junior High Schools

Conference on Safety Education

1936-37 - Two meetings of chairmen of Course of Study Committees

1937-38 - Study and evaluation of textbooks in Junior High School Science; recommendation of texts for grades 7 and 8

1938-39 - Revised testing program for elementary and junior high schools

Revised Program of Studies and Time Allotment for junior high schools

Revised grade placement of topics for arithmetic, elementary and junior high schools

Experimental course in Modern Social Problems for twelfth grade

Experiment in Integration of English and Social Studies for low seventh grade

1939-40 - Study of Social Studies Program, junior and senior high schools

Questionnaire study of Social Studies Programs in 14 cities

Series of Workshops in Elementary Handcrafts

Workshop on Reading Skills and Remedial Reading, junior and senior high school

Revised grade placement of Junior High School Art, Home Economics, and Industrial Arts

1940-41 - Revision completed of Junior High School Social Studies program, grades 7, 8, and 9; textbooks and maps recommended for adoption

Development of Democracy material; Director addressed each secondary school faculty

1941-42 - Series of meetings of Junior and Senior High School teachers of major subject fields

Conference of Junior and Senior High School teachers, on "Responsibilities of Secondary Education in the Present Emergency."

Credit Evaluating Committee. One of the Director's important supervisory activities has been initiation and supervision of a program for the provision of high school diplomas for adult students completing the credit course in the McKinley Continuation High School and the adult evening schools. In the fall of 1931, prior to the establishment of the Bureau of Curriculum and while the Director was principal of the Continuation School, he recommended to the Superintendent that the Continuation School be authorized to grant the regular high school diploma. Prior to that time the Continuation School had offered courses for high school credit, but had not been authorized to grant the diploma. On August 31, 1931, the Superintendent of Schools recommended to the Board of Education the establishment of regular high school courses in the Continuation School and in the Evening High School, and the granting of standard high school diplomas in the Continuation School division and in the Evening High School division. Subsequently a Credit Evaluating Committee was appointed composed of the Director of Research and Guidance, the head counselor at Berkeley High School, the head of the Trade Extension Department, the principal of the Berkeley Evening High School, and this Director, who acted as secretary of the committee. On January 3, 1938, the Director was elected chairman of the Evaluation Committee and has served continuously in that capacity since that date. During the intervening time, because of this provision for diplomas from the Continuation High School and the evening schools, a total of 371 students, many of whom would never have been able to secure a high school diploma, have been graduated from the Continuation High School, the Evening Trade High School, and the Berkeley Evening High School. The following table gives detailed information regarding the number of students so graduated, and the age groups in which they fall:

SUMMARY OF MCKINLEY AND EVENING SCHOOL DIPLOMAS

1932-1942

Ages	MCKINLEY		BERK. EV. H. S.		BERK. EV. TRADE		Total
	Men	Women	Men	Women	Men	Women	
55-59				1			1
50-54		1					1
45-49		1	1	4			6
40-44		1	3	4	1		9
35-39	1	2	11	7			21
30-34	4	7	15	9			35
25-29	5	8	17	5	5		40
20-24	41	28	25	7	8		109
Under 20	50	66	13	4	8		141
Age not given	3	3	1	1			8
TOTAL	104	117	86	42	22		371

The Professional Library. By action of the Board of Education on July 1, 1933, direction of Visual Education and of the Professional Library was added to the duties of the Director, and at the present time the Library still functions as a part of the Bureau.

The report of the Bureau of Curriculum for the school year 1933-34 showed a total of 1300 professional books in the library and 41 periodicals on the subscription list. During the school year 1934-35, for the first time in the history of the library, a record was initiated of the total number of borrowers, the total number of transactions carried on by the library, and the types of educational books most in demand. This record for the year 1934-35 and following is as follows:

<u>Year</u>	<u>No. of Different Borrowers</u>	<u>No. of Books Circulated</u>	<u>No. of Books in Library</u>
1934-35	268	1386	1736
1935-36	203	1054	1843
1936-37	230	1136	2086
1937-38	262	1277	2676
1938-39	260	1556	3003
1939-40	222	1364	3204
1940-41	223	1628	3265
1941-42	209	1030	3400

At the present time, in addition to the text and professional books included in the total of 3400 (professional books 2700, textbooks 700), the library collection contains 2500 pamphlets and bulletins classified by title and subject and

receives regularly 60 magazines and periodicals devoted to the various phases of education.

II. PUBLIC RELATIONS AND PUBLICITY

The Bureau of Publication was authorized by the Board of Education on September 11, 1928, upon recommendation of the Superintendent, and the writer was assigned to duty as Director on a part-time basis. With the creation of the Bureau of Curriculum on December 21, 1931, the Director was assigned to full-time duty by the Board as Director of Curriculum Construction and Publication, effective January 4, 1932. Since that date direction of the program of curriculum development and of public relations have been the two major responsibilities of the Bureau.

BERKELEY SCHOOL BULLETIN. The first major project of the Bureau of Publications was the issuance of the Berkeley School Bulletin which was to be issued periodically throughout the school year, written and edited to appeal to and interest parents and patrons of the Berkeley Public Schools. Volume I, Number 1 of this publication was issued in February, 1930. Two subsequent issues, Nos. 2 and 3, completed this volume. Subsequent issues were as follows: 1930-31, Volume II, Numbers 1, 2, and 3; 1931-32, Volume III, Numbers 1 through 7; 1932-33, Volume IV, Numbers 1-8, inclusive; 1933-34, Volume V, Number 1, "Hazards in Berkeley School Buildings;" 1934-35, Volume VI, Numbers 1, 2, and 3.

LEAFLETS. Another early project of the Bureau of Publication was the compilation and editing of a series of 14 leaflets describing the work of the various departments of the Berkeley Public Schools, which were distributed at the annual summer session of the National Education Association in Los Angeles in June, 1931. Copies of the leaflets were also made available for distribution in Berkeley.

EDUCATIONAL INTERPRETATION. The major project of the Bureau of Publication during the 14 years since it was first established has been a consistent year-

round program of educational interpretation by means of news stories, feature articles, and information supplied to the local press. This program has fluctuated somewhat from year to year, depending upon the amount of emphasis placed by the successive administrations upon school publicity and upon the limitations of time and energy imposed upon the Director, who was also charged with a number of other responsibilities. This program of school publicity has not included materials growing out of public meetings of the Board of Education and material submitted by the Superintendent and various department heads. The amount of news material which originated in or passed through the Bureau of Publication during this period has averaged more than 1000 column inches per year. The major part of this material has appeared in the columns of the Berkeley Daily Gazette. During the bond campaign of August 26, 1930, the Director assisted with the newspaper publicity relating to the bond proposal, and during the bond campaigns of November 6, 1934, and March 26, 1935, he carried the major responsibility for newspaper publicity relating to those two proposals.

SUPERINTENDENT'S REPORTS. Reports of the Superintendent of Schools were issued in 1927-28, 1928-29, 1929-30, and 1930-31 (one volume), and in 1931-32, 1932-33 (one volume). These reports were compiled, edited, proofed, and issued through the Bureau of Publication. The Bureau has also compiled, edited, and distributed the annual school directory from 1935-36 to date.

An article by the Director, based on the Berkeley program of school interpretation, appeared in the Sixth Yearbook of the California Elementary School Principals' Association for April, 1934, entitled "How to Interpret the Public Schools;" and during 1934-35 a series of articles commemorating the twenty-fifth anniversary of the founding of the Berkeley junior high schools was prepared and published in the Berkeley Daily Gazette. A condensed version of this material appeared in the California Journal of Secondary Education for February, 1935, under the title, "The Origin of the Junior High School." In 1935-36, the Director made an analysis of the contents of four issues each of the Superintendents' Weekly

Bulletins issued in 12 cities, including Berkeley, and a study of methods of making the annual superintendent's report more effective, as a guide to local practice. The former study was used as the basis of an article which appeared in THE NATION'S SCHOOLS of July, 1936, and the latter of an article in THE SCHOOL EXECUTIVE for July, 1936, entitled "Making Annual Reports More Effective."

COMMUNITY CONTACTS. Another important responsibility of the Director in the field of public relations has been the general direction of contact between the public schools and the community throughout the year and in connection with special observances such as American Education Week and Public Schools Week. This has involved making the arrangements for the appearance of the Superintendent of Schools, members of the Board of Education, and other members of the school staff, and of pupil speakers and entertainment groups before luncheon, civic, and service clubs, P.T.A., Dads' Clubs, and similar organizations. It has also involved making arrangements for special observances, public programs, special publicity, radio programs, and exhibits. The Director has served as representative of the Berkeley Public Schools on the committee for the Washington Bi-centennial observance, various parades and observances sponsored by the Chamber of Commerce, the Junior Chamber of Commerce, and the American Legion; the Berkeley Council of Parent Teacher Associations, the Berkeley Dads' Club Council, the City of Berkeley, and the Mayor's Constitution Committee. He has served as chairman each year of the local committee for the observance of American Education Week, sponsored annually by the U. S. Office of Education, the National Education Association, and the National Congress of Parent-Teachers; and of the Public Schools Week Committee observance which is sponsored annually in California by the Masonic fraternity and the local P.T.A. and Dads' Club organizations. Recently the work of these two committees has been merged in the Committee on Special Observances which functions throughout the year under the chairmanship of the Director.

The number of parents and patrons of the Berkeley Public Schools attending functions in the public schools in connection with the observance of American

Education Week and Public Schools Week is shown year by year in the following table:

NUMBER OF PERSONS ATTENDING SPECIAL OBSERVANCES

<u>Year</u>	<u>American Education Week</u>	<u>Public Schools Week</u>
1933-34		13,415
1934-35		11,140
1935-36		13,285
1936-37		15,490
1937-38	10,392	14,743
1938-39	8,005	10,563
1939-40	8,242	8,067
1940-41	8,808	8,529
1941-42	7,580	6,053

III. V I S U A L E D U C A T I O N

Direction of the program of visual education was assigned to the Bureau of Curriculum by action of the Board of Education on July 1, 1933, and the visual work throughout the elementary and secondary schools was directed by the Bureau from that date until August 25, 1941. During the eight years an average of 288 teachers per year were served by the Bureau, and an average of 56,555 items were circulated per year by the Visual Center.

On October 1, 1934, Dewey Watterson was assigned as operator (technician). In addition to caring for equipment and the delivery of films and projectors, he was instrumental in developing and securing pictures, exhibits, bird and animal specimens, and materials required for the preparation of dioramas. He also had active supervision of the Museum Project, and assisted materially in the development and operation of the Visual Center. On November 1, 1934, Mrs. Beatrice Wilmans was assigned to duty in the Center as Supervisor, and from that date until her retirement in June, 1941, she had active charge of the circulation of visual

aids in the schools. She was in immediate charge of the Costume Project, and directed the designing and production of the costumes, as well as selection and purchasing of materials. Through her instrumentality, the Berkeley Art Association donated to the schools more than 100 art reproductions of famous paintings, and a large collection of colored slides of art subjects.

COSTUME PROJECT. During the school year 1934-35 a costume service was established by the Visual Center to provide costumes for school plays and pageants. During that year a few costumes were given to the Center by the Music Department and during the year 1935-36 a W.P.A. costume project was established under the direction of the Visual Center which produced 1300 costumes during that year. During the next two years this costume project continued, making new costumes with materials provided from Board of Education funds, and repairing, cleaning and renovating costumes which had been used and returned to the Visual Center. During the year 1938-39, 3000 costumes were produced by this project for the Berkeley Public Schools Pageant which was given on Treasure Island in connection with the Golden Gate International Exposition. When the costume project was discontinued by the Federal Government on July 1, 1941, the costume collection consisted of 11,266 items of an estimated value of several thousand dollars.

PHOTOGRAPHIC SERVICE. Upon recommendation of the Director on January 28, 1935, a photographic service was established in the Visual Center and a dark room was provided and equipped. During that year and the years following, a large number of photographs were taken by the Visual Technician and finished in connection with the reconstruction work on the Berkeley school buildings. This service was also a valuable aid in providing photographs and lantern slides of educational subjects which were then circulated by the Visual Center.

MUSEUM PROJECT. During the school year 1937-38 the Director secured the services of a W.P.A. taxidermist to reconstruct a number of bird habitat cases which were owned by the Visual Center. During that year and the year following, 73 new

bird habitat cases and a few animal habitat cases were added to the Visual collection with the birds and animals stuffed and mounted in life-like positions in surroundings characteristic of their native haunts. On April 10, 1940, on recommendation of the Director, a W.P.A. Museum Project was established in the Visual Center. This project continued some of the work previously done by the taxidermist, and in addition produced new habitat cases, historical and industrial dioramas and models, and paintings of California wild flowers for circulation through the Center. The project was closed by the Federal Government on July 1, 1941. In the annual report of the Bureau for that year, the Director recommended establishment of a combined Audio-Visual Center and School Museum to combine the functions of those agencies and provide supplementary instructional materials, lectures, and displays.

AUDIO-EDUCATION. During the school year 1939-40, the first sound projector was purchased and placed in service through the Center, and subsequently two more sound projectors were added to the equipment. Silent projectors and slide lanterns had already been in use for some time. In 1940-41, a beginning was made in the field of audio-education, with the addition of 52 new recordings of musical and dramatic subjects and two portable electric phonographs for circulation through the Center.

The following summary of new materials added to the Visual Center during the years under review includes the items mentioned above:

NEW MATERIALS ADDED TO VISUAL CENTER

<u>Year</u>	<u>Costumes</u>	<u>Pictures and Slides</u>	<u>Habitat Cases</u>	<u>Maps Charts Booklets & Exhibits</u>	<u>Dioramas and Models</u>	<u>Art Pictures</u>	<u>Recordings</u>
1935-36	1300	--	--	--	--	--	--
1936-37	--	3234	--	--	--	--	--
1937-38	--	2223	40	1145	--	--	--
1938-39	3000	1660	30	71	--	--	--
1939-40	661	2455	2	77	10	97	105
1940-41	6305	1025	1	198	20	58	52

PARENT EDUCATION. From September 26, 1933, to July 1, 1938, the Director supervised the program of parent education in the Berkeley schools, which at that time was a cooperative enterprise of the Berkeley Council of Parent-Teacher Associations and the Berkeley Public Schools. During this period a fee of 75 cents per semester was charged each member of the classes to assist in defraying expenses. During this period there was an average of 325 class meetings per year with a total average enrollment of 644 each year. Supervision of this program on the part of the Director included selection of leaders and arranging for their certification, training conferences for the leaders arranged by, and in some instances led by, the Director; conferences of the Director with the committee chairmen of parent education for the Parent-Teacher Association and with individual class leaders and officers and members of Parent-Teacher Association groups, and arranging and supervising the work of the classes.

JUNIOR TRAFFIC POLICE. In 1933, the Director was appointed a member of the Advisory Council of the Berkeley Junior Traffic Police, and has served continuously since that time. Since March, 1936, he has served as secretary, and the Bureau has compiled and issued three successive editions of the Organization Code, Rules and Regulations of that body.

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